Communities That Care

Key Leader Orientation

Phase Two

Trainer's Guide

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2003 Edition

Contents of Trainer's Guide

Introduction

Goals

The goals of this orientation are to give community leaders:

- an overview of the *Communities That Care* prevention-planning system

- an understanding of how the community can benefit from using this science-based system to guide prevention-planning and implementation efforts.

Objectives

After completing this orientation, participants will be able to:

- explain the *Communities That Care* research foundation

- describe the *Communities That Care* implementation process

- identify how children, families and the community will benefit from the *Communities That Care* system

- commit to the *Communities That Care* process, including use of the *Communities That Care Youth Survey*

- describe how Key Leaders support the *Communities That Care* system

- plan for the next steps in the *Communities That Care* process.

Audience

The participants in the Key Leader Orientation will be formal and informal community leaders and stakeholders. They may include mayors, business leaders, education leaders, lead law enforcement officials, religious and cultural leaders and leaders of civic groups and foundations. These individuals provide leadership, direct resources and shape opinions in the community. Stakeholders may provide key leadership and influence at a grass-roots level in the community. Community leaders are those few individuals whose support for the process is required for successful implementation of the process.

Agenda

Total training time including breaks is approximately 4 hours, 30 minutes.

Module 1
Setting the Stage
(30 minutes)

Module 2
The Research Foundation
(90 minutes)

Module 3
The Implementation Process
(30 minutes)

Module 4
Benefits and Results
(30 minutes)

Module 5
Committing to the *Communities That Care* Process
(30 minutes)

Module 6
Next Steps
(60 minutes)

Pre-training preparation

Materials to be sent to the Coordinator/Facilitator:

- list of audiovisual, beverage and snack needs

- recommended room setup

- copies of *Investing in Your Community's Youth: An Introduction to the* Communities That Care *System,* for participants to review before the training.

Equipment and materials:

- name tags

- roster of invitees

- copies of any letters or notices sent to invitees

- computer projector and laptop computer and/or overhead projector and transparencies

- flip chart/easel

- markers

- tape

- Post-it® notes (4" x 6").

Room setup:

- If the group is large, the room should be set up with round tables of six to accommodate small-group work. Place tables so all participants can see the front of the room.

- Provide drinking water at each table and a refreshment table in the back of the room.

- Place a small table for the computer or overhead projector at the front of the room. The projection screen should be large enough for all participants to see the slides.

- Place trainer, registration and resource tables in convenient locations.

At least 60 minutes before start time:

- Set up a table for name tags, registration materials and participant materials. Make sure participant materials are complete and organized.

- Set up training equipment.

- Place an easel sheet at the entrance with the message: "Welcome to the *Communities That Care* Key Leader Orientation."

- Pre-print an easel sheet with a "Parking Lot" headline and two columns, one labeled "Questions" and the other labeled "Issues."

- Pre-print an easel sheet for each table that reads "Call to Action." Place a sheet and a marker on each table.

Pre-training preparation

For Module 1:

If possible, have the *Communities That Care* Champion begin the orientation—welcoming participants, giving a brief history of activities to date (including key participants involved so far) and expressing support for the process. Work with the Coordinator/Facilitator when scheduling the orientation to ensure that a Champion has been identified and that he or she is aware of what to cover, when to arrive and how much time is allotted.
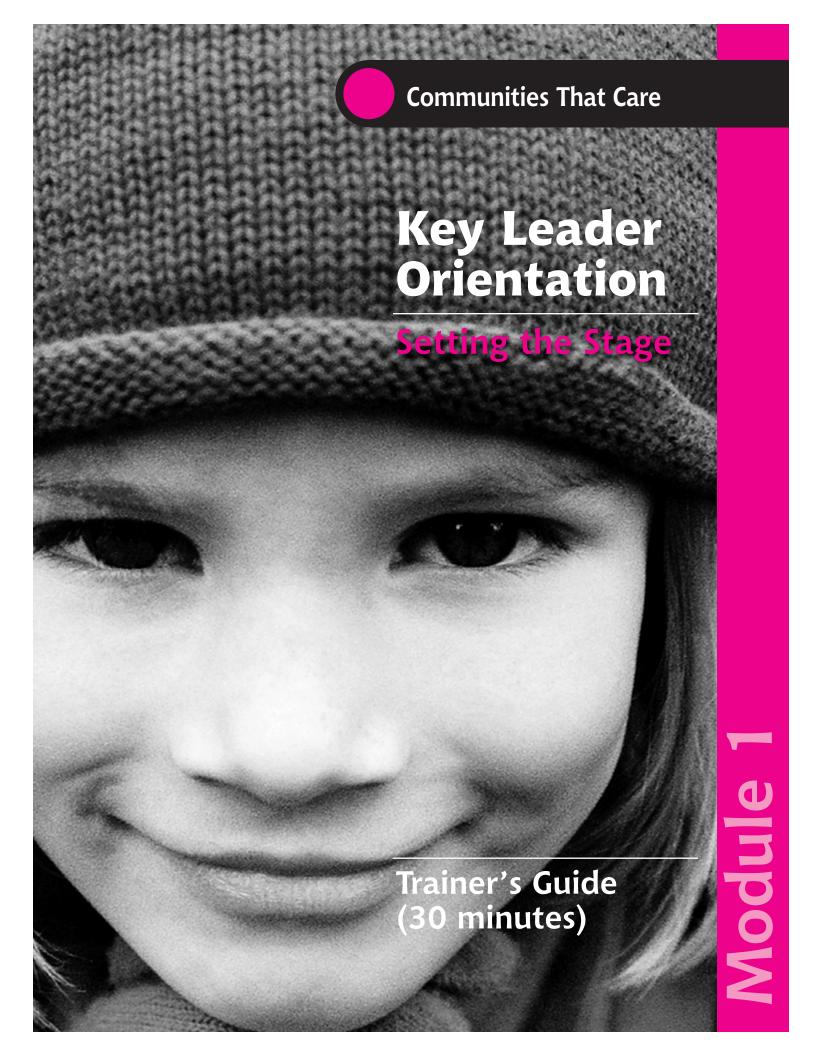
For Module 5:

Contact the Coordinator/Facilitator and arrange for him or her to follow up on securing commitments from Key Leaders. The Coordinator/Facilitator should plan to contact participants the week after the training.

For Module 6:

Contact the Coordinator/Facilitator and gather information on readiness work to date and outstanding issues. Arrange for someone from the site (Coordinator/Facilitator, Champion, etc.) to share this information with the Key Leaders. Also, arrange for someone from the site to discuss the results of the Key Aspects Summary and Outstanding Planning Issues worksheets (from *Tools for Community Leaders: A Guidebook for Getting Started*).

Be familiar with the Phase One milestones and benchmarks (in Appendix 2).

Please remember to complete a Service Report for this training.

Key Leader Orientation

Setting the Stage

**Trainer's Guide
(30 minutes)**

Slides for Module 1

Mouse-Click Icon

(for a computer-based presentation)
The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)

Slide 1-1

Notes

Welcome participants as they enter.

Setting the Stage

Objectives

Participants will:

- learn what has been done to date to start the *Communities That Care* process in their community
- become familiar with each trainer's relevant background and experience
- understand the goals, objectives and agenda.

Slide 1-2

Notes

The Champion opens the training.

The Champion:

- welcomes participants and thanks them for attending
- gives a brief overview of the *Communities That Care* process to date
- publicly states his or her commitment to the *Communities That Care* process, including use of the *Communities That Care Youth Survey*
- describes the role he or she will play in implementing the *Communities That Care* system
- introduces the training team.

Introductions

Introduce yourself and tell participants:

- your professional background

- your favorite thing about the community in which you live.

Tell participants that you would like to get a sense of what parts of the community they represent. Ask participants to stand when they hear the stakeholder group they will represent in the *Communities That Care* process:

- local government

- education

- law enforcement

- business

- youth programs/services

- parents

- social services

- faith community

- cultural/ethnic groups

- justice system/courts

- health services

- media

- other.

It's wonderful to see so many of these important stakeholder groups represented in this orientation. We know from the research and from our experience that involving all parts of the community that influence young people's lives is critical to the success of the Communities That Care *process.*

Slide 1-3

A call to action

Communities That Care

What actions and trends among the young people in your community motivated you to attend this session?

Notes

_____

_____

_____

_____

Activity

A call to action

Time: 10 minutes

Have participants work in teams at their tables to discuss the question on the slide. Ask each team to choose a recorder to capture the team's thoughts on an easel page.

Allow about 8 minutes for discussion.

Walk among the tables as teams discuss the question. Pay attention to the things people are saying. Note any mentions of good things that young people are doing.

After 8 minutes, have one or two groups share their responses.

From the comments that have been shared, and from what I heard during your discussions, it's interesting to note how many comments focused on things you would like to change—things that are viewed as problems in your community. I'm guessing that isn't the complete picture.

*Are the young people in your community doing any **positive** things? Of course they are. But we generally lack the motivation to act when everything is going well. We often need a catalyst—a call to action—to change our behavior. In communities, the negative behaviors many of you mentioned often serve as that call to action.*

But recognizing the challenges or problems facing young people in your community does not discount your community's many strengths. Confronting these challenges can mobilize your community to identify and use its strengths to effectively address the conditions that can interfere with positive youth development.

The lists you developed represent the "right now" for your community. Clearly the "right now" isn't good enough—you wouldn't be here if it were. During the next several hours, we're going to discuss the Communities That Care *prevention-planning system. The* Communities That Care *system can help promote positive development among the young people in your community—helping your community move from where it is right now to where you want it to be.*

Key Leader Orientation goals

Communities That Care

Give community leaders:

- an overview of the science-based *Communities That Care*® prevention-planning system

- an understanding of how the community can benefit from using this system to guide prevention planning and implementation.

Slide 1-4

Notes

Review the slide.

Slide 1-5

Notes

Objectives

Communities That Care

On completing this orientation, you will be able to:

- explain the *Communities That Care* research foundation

- describe the *Communities That Care* implementation process

- identify how children, families and the community will benefit from this process

- describe your role as a Key Leader

- commit to the *Communities That Care* process, including use of the *Communities That Care® Youth Survey*

- plan for the next steps in the *Communities That Care* process.

Review the slide.

Agenda

Module 1	Setting the Stage
Module 2	The Research Foundation
Module 3	The Implementation Process
Break	
Module 4	Benefits and Results
Module 5	Committing to the *Communities That Care* Process
Module 6	Next Steps
Wrap-up and evaluations	

Slide 1-6

Notes

Agenda Review

Review the slide.

Note: Since the amount of time available for the Key Leader Orientation varies greatly in different communities, you may wish to post a more detailed agenda.

Housekeeping Items

- Explain where the restrooms and telephones are located.

- Ask participants to turn off their cell phones or beepers.

- Explain that the "Parking Lot" will be used to capture any questions or issues that come up during the training but can't be addressed at that time. Tell the group you will revisit the Parking Lot at the end of the training to make a plan for addressing any unresolved questions or issues.

- Discuss any other items, such as breaks and refreshments.

Participant's Guide

Ask participants to open their guides. Explain that the guide has:

- copies of all slides, with space to record notes

- worksheets for group activities and planning

- appendices containing references, additional background information and ideas for getting members of your community involved in your prevention-planning efforts.

Tell participants that the pocket of the guide contains:

- a Training Evaluation form

- a laminated page with a chart of the risk factors on one side and a diagram of the Social Development Strategy on the other.

Ask if there are any questions about the guide.

Slide 1-7

Ground rules

Everyone gets a chance to speak.

Everyone listens when someone has the floor. (No side conversations.)

One person talks at a time and doesn't get interrupted.

Respect others' perspectives and ideas. (No put-downs.)

Start and end on time.

Notes

Ground Rules

Review the slide.

Label an easel sheet "Ground Rules."

Ask the group to brainstorm any other rules they would like to use for this session. Write these rules on the easel sheet.

Ask for a commitment to observe the ground rules.

The Communities That Care system:

uses prevention-science research to promote positive youth development and prevent youth behavior problems

provides local control and flexibility to help maintain support for the process

matches a local profile of risk and protection to tested, effective policies, programs and practices

focuses on outcomes to ensure accountability for resources.

Slide 1-8

Notes

Review the slide.

For anyone who may not be familiar with the Communities That Care *prevention-planning system, I'll give a quick overview.*

The Communities That Care *system is a unique community action model, based on years of research and continuous improvement. It helps a community design, carry out and evaluate a Community Action Plan for prevention that is matched to its specific needs. It provides a way for a community to use its funding and other resources as efficiently as possible with the highest probability of success.*

The Communities That Care *system provides a unifying framework to promote the healthy development of young people. It brings together a wide range of people, programs and initiatives to address youth issues in a comprehensive way.*

Every community is unique. The Communities That Care *system relies on a thorough assessment of the community's risk and protective factors and resources. This information is used to help identify existing community efforts that address youth issues and gaps where prevention efforts are still needed. The* Communities That Care *system helps your community select tested, effective programs, policies and practices to meet its unique prevention needs.*

Slide 1-9

Notes

Review the slide.